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ABSTRACT

This book articulates theoretical principles from which to develop a critical practice of bicultural education. It confronts the dominant cultural values and practices that function in the schooling process to marginalize and silence the voices of African American, Hispanic American, Asian American, Native American, and other bicultural students in the United States. The book notes that teachers are ill-prepared to meet the needs of the minority students who enter their classroom and discusses the capacity of teachers to redefine their roles as transformation intellectuals rather than simple dispensers of knowledge. The six chapters are as follows: (1) "The Problem with Traditional American Pedagogy and Practice"; (2) "The Link between Culture and Power"; (3) "A Critical Theory of Cultural Democracy"; (4) "Critical Pedagogy as a Foundation for Bicultural Education"; (5) "Creating the Conditions for Cultural Democracy in the Classroom"; and (6) "Informing Practice: The Pacific Oaks College Bicultural Development Program." (SM)

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